

Monologue Speech in a Foreign Language Lesson

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Abstract: This article discusses the issue of monologue speech in foreign language lessons, gives characteristics to monologue speech, and provides the opinions of well-known methodologists on this topic, the purpose of teaching monologue.

Keywords: formation, rhythm, expressive, oratory, individual, coding, psychological, thinking, activity, process, kinesthetic sensation.

Listening in the teaching of monologue speech plays a significant role. It is used to introduce new vocabulary as a means of teaching speaking. Speaking can take two forms: dialogue and monologue. Monologue speech is characterized by greater arbitrariness, consistency, and harmony than dialogic speech [1; 33].

A monologue has many definitions. A monologue is a special kind of verbal communication of people, involving the formulation of thoughts using the sound system of the language. A monologue is an organized type of speech, which is the product of an individual utterance of one person addressed to the audience in order to achieve the necessary impact on the listener. According to the definition of Rogovoy G.V., a monologue is a form of speech when it is built by one person, who himself determines the structure, composition and language means [4;139].

A monologue can be included as an integral part of a conversation, take the form of a story, speech, report or lecture. This, as is known, is the speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events, etc. Monologue speech is usually prepared in advance [3;61]. Oratorical speech is distinguished by the expanded presence of more complex syntax and lexical constructions; although at the same time the monologue has such expressive means as repetitions, rhetorical questions, exclamations, interruptions of thoughts and rhythm, introductory words, ellipses, violation of the order of words in the English language. All this gives colloquial monologue simplicity and naturalness, which increases contact with the audience.

The purpose of teaching monologue is to form the skills of monologue speech, which are understood as the ability to logically consistently and coherently, sufficiently fully and linguistically correctly express their thoughts orally in accordance with the proposed situation. It is easier to teach students monologue speech than dialogic, because the student can think through his message in advance [3;62]. The development of monologue speech is influenced by listening, which facilitates the mastery of speaking. Through listening, the most important thing is the development of phonemic hearing, as well as the assimilation of the lexical composition of the language and its grammatical structure.

In the process of speech perception, two main speech mechanisms work — speech-motor coding and decoding of sounding speech, which makes up the communication channel. The coding process involves the possession of the phonological system of the language. At the beginning of learning a foreign language, phonemic hearing in the native language has already been formed, and the formation of phonetic hearing in a foreign language depends both on the articulatory properties of the sounds of a foreign language and on the sound system of the native language. Therefore, prolonged passive listening, not supported by external speech practice, can lead to distortion of auditory images, complicate the formation of acoustic-articulatory signs [1;45].

Consequently, listening and oral speech are interrelated in the educational process. Speaking is the result of the articulation process of the organs of speech, and hearing plays a significant role in this. Listening serves as the basis for speaking. Hearing has an important function of controlling oral speech, which makes it possible for the speaker to compare the spoken sound, word or phrase with a previously heard sample. The quality of listening is usually controlled by answering questions to the content of the listened or by retelling it.

Comparative characteristics of speaking and listening make it possible to identify common psychological parameters. When speaking, the transition from a word and phrase to a whole utterance is associated with the participation of thinking and memory, as in listening [1;55]. Listening and speaking are characterized by the presence of complex mental activity based on internal speech and forecasting mechanism. It is essential that both types of speech activity, being in close relationship, contribute to the development of each other in the learning process. "In order to learn to understand speech, it is necessary to speak, and by how your speech will be received, judge your understanding. Understanding is formed in the process of speaking, and speaking in the process of understanding" [1;45].

The difficulty of monologue speech lies in the fact that you need to constantly maintain the logic of the utterance and not stray from the thought. Consequently, listening as feedback for each speaker during a monologue allows you to exercise self-control over speech and know how correctly speech intentions are realized in sound form. The correctness of speaking is controlled by the speaker himself in two ways: through hearing and through kinesthetic sensations of his own speech movements.

An important role in the regulation of speaking belongs to dynamic stereotypes that arise due to repeated auditory perception. The launch of monologue speech begins with excitations formed by virtue of those traces that were left during the reception of someone else's speech and during their own speaking. Consequently, a monologue turns out to be impossible without prior listening, since only what was received at the reception can be on the issue.

It is obvious that without the correct speech of the teacher, it is impossible to teach students oral speech. And it is the teacher who the students listen to in the first place. Therefore, preparing for the lesson, the teacher should clearly think through the material that he will use in his speech, as well as choose the optimal ways to introduce new speech units.

At the initial stage of learning, listening plays an important role in the development of monologue speech. It is very difficult for a child of primary school age, building his monologue utterance, to adhere to the logic, coherence, continuity, semantic completeness of the utterance, and he reproduces what comes to mind at that moment, without listening to himself and without thinking at all about the form in which he presents his story.

There is a real possibility of forming oral speech skills based on listening. The most preferred methods are those that create situations of natural speech communication, stimulate students to speak out, exchange opinions. Tasks on the listened text should be creative, the actions of students should be internally motivated. It is desirable that they have a problematic character, encourage students to apply previously acquired knowledge in their answers, put them in front of the need to compare, guess, look for a solution in the text itself and thereby develop monologue speech [2;18].

Retellings are very useful for training monologue speech. A retelling is a reproduction, "copying" orally of what is read or heard through a monologue. When retelling, it is important to be able to consistently and fully express your thoughts, which is due to the formation of internal speech. Work on a coherent monologue speech begins with the fact that students are invited to listen to texts that are small in volume and simple in content. Then they ask questions about each sentence. The students answer the questions with a full sentence, and after that, retell the entire text. In the process of creative retelling, children, after listening to the beginning of the text, must come up with an end, give a name and tell the whole text.

Monologue speech develops in connection with listening, when students speak according to what they have listened to with an independent message and personal assessment, as well as the ability to speak in connection with the situation within the educational, labor, social and socio-cultural spheres of communication is formed.

With the help of listening, the transition from speech at the sentence level to coherent monologue speech at the text level is carried out.

At the initial stage, it is important for students to acquire the skills and abilities of perception and understanding of foreign language speech by ear, which will help them, in turn, take part in acts of communication and oral monologue speech.

Thus, listening prepares oral speech, and speaking helps to form the perception of speech by ear.

References

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